

SPRINGFIELD ELEMENTARY

2415 highway 21 Business
Fort Mill, South Carolina 29715

GRADES K-5 Elementary School

ENROLLMENT 519 Students

PRINCIPAL Dr. Dennis Triplett 803-548-8150

SUPERINTENDENT Mr. TEC Dowling 803-548-2527

BOARD CHAIR Chantay F. Boulter 803-547-2034

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	0	0	0	0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

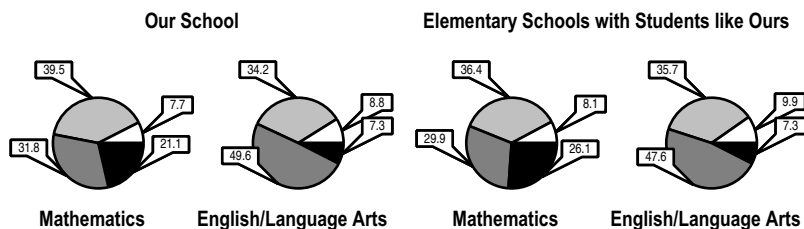
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Excellent	Good	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	35	92	64
Percent satisfied with learning environment	100.0%	86.8%	90.6%
Percent satisfied with social and physical environment	97.0%	87.0%	82.8%
Percent satisfied with home-school relations	100.0%	95.6%	93.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	277	99.6	8.8	34.2	49.6	7.3	56.9	17.6
Gender								
Male	138	99.3	8.6	35.9	49.2	6.3	55.5	17.6
Female	139	100.0	9.1	32.6	50.0	8.3	58.3	17.6
Racial/Ethnic Group								
White	242	99.6	7.0	34.2	50.4	8.3	58.8	17.6
African-American	16	100.0	20.0	40.0	40.0	N/A	40.0	17.6
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	12	100.0	40.0	40.0	20.0	N/A	20.0	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	248	99.6	7.4	31.6	52.8	8.2	61.0	17.6
Disabled	29	100.0	20.7	55.2	24.1	N/A	24.1	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	277	99.6	8.8	34.2	49.6	7.3	56.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	275	99.6	8.1	34.5	50.0	7.4	57.4	17.6
Socio-Economic Status								
Subsidized meals	46	97.8	28.2	53.8	17.9	N/A	17.9	17.6
Full-pay meals	231	100.0	5.4	30.8	55.2	8.6	63.8	17.6

Mathematics								
All students	277	100.0	7.7	39.5	31.8	21.1	52.9	15.5
Gender								
Male	138	100.0	9.3	36.4	34.1	20.2	54.3	15.5
Female	139	100.0	6.1	42.4	29.5	22.0	51.5	15.5
Racial/Ethnic Group								
White	242	100.0	7.4	38.4	31.9	22.3	54.1	15.5
African-American	16	100.0	13.3	46.7	20.0	20.0	40.0	15.5
Asian/Pacific Islander	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	12	100.0	10.0	60.0	30.0	N/A	30.0	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	248	100.0	5.6	38.4	33.6	22.4	56.0	15.5
Disabled	29	100.0	24.1	48.3	17.2	10.3	27.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	277	100.0	7.7	39.5	31.8	21.1	52.9	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	275	100.0	7.7	39.0	32.0	21.2	53.3	15.5
Socio-Economic Status								
Subsidized meals	46	100.0	22.5	55.0	20.0	2.5	22.5	15.5
Full-pay meals	231	100.0	5.0	36.7	33.9	24.4	58.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	83	N/A	11.1	23.5	51.9	13.6	65.4
	Grade 4	83	N/A	12.7	30.4	48.1	8.9	57.0
	Grade 5	82	N/A	10.0	40.0	45.0	5.0	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	6.9	21.8	60.9	10.3	71.3
	Grade 4	90	100.0	7.0	41.9	43.0	8.1	51.2
	Grade 5	94	100.0	12.6	39.1	44.8	3.4	48.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	83	N/A	12.3	32.1	27.2	28.4	55.6
	Grade 4	83	N/A	16.5	24.1	26.6	32.9	59.5
	Grade 5	82	N/A	15.0	27.5	35.0	22.5	57.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	12.5	31.8	30.7	25.0	55.7
	Grade 4	90	100.0	1.2	41.9	29.1	27.9	57.0
	Grade 5	94	100.0	9.2	44.8	35.6	10.3	46.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 519)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.2%	Down from 1.0%	1.2%	2.4%
Attendance rate	96.5%	Down from 97.0%	96.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	36.8%	Down from 37.8%	39.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	2.7%	Up from 2.4%	4.3%	8.0%
Older than usual for grade	N/A	N/A	0.5%	1.1%
Suspended or expelled	0.4%	Up from 0.0%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Down from 47.1%	57.8%	50.0%
Continuing contract teachers	96.9%	Up from 91.2%	90.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	88.4%	86.2%
Teacher attendance rate	96.3%	Up from 95.8%	95.5%	95.3%
Average teacher salary	\$39,734	Up 0.8%	\$40,390	\$39,909
Prof. development days/teacher	9.7 days	Down from 13.7 days	10.7 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio	20.0 to 1	Down from 21.3 to 1	19.9 to 1	18.9 to 1
Prime instructional time	91.8%	Up from 90.3%	90.9%	89.7%
Dollars spent per pupil*	\$5,720	N/A	\$5,829	\$5,892
Percent spent on teacher salaries*	64.2%	N/A	70.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

With one of the most severe financial crises in many years facing the Fort Mill schools, maintaining the quality of education for which this area is noted becomes increasingly difficult. For many years we have continuously improved, not being satisfied with the status quo. Per pupil money provided by the state is at a level it was almost a decade ago and local ability to raise necessary funds has been severely restricted. Our efforts to provide a quality education for your child will certainly continue; however, these efforts may not be enough.

On the school report card last year we received an absolute rating of "Excellent." We will continue to work hard to achieve that distinction again. However, our efforts and our successes cannot be measured solely by a rating resulting from how our students perform on one test. Terra Nova test scores, given in October to second and fifth graders, met or exceeded district averages. It is also important to look at other areas. For example, our students raised almost \$3,000 for the Leukemia/Lymphoma Society with Pennies for Patients. Again, this year we had students with writings published in Southern Sampler. Three teachers gained National Board Certification. For the second year in a row, our school received an "A" rating each quarter in the Clean Campus Program sponsored by the Palmetto Pride Task Force.

The educational experiences provided to our students have been second to none. Field trips such as to Barrier Island for fourth graders, Camp Greenville for fifth graders, Brattonsville for third graders, as well as the opportunities provided to all our students by the Anne Springs Close Greenway, allow our staff to make learning relevant and meaningful. Fifth graders had the opportunity to run their own town as they participated in the Junior Achievement sponsored Exchange City program. Extracurricular activities such as student council, chorus and drama provide avenues for students to excel who might not in other ways. For example, the dinner theatre production of "Annie, Jr." was a tremendous success.

Although Springfield Elementary is young, our tradition of excellence is well established. We are not satisfied with merely maintaining and will continually strive to improve. Now, more than ever, we will need the support that you have so generously provided in the past to make this possible.

Dennis Triplett, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.